canadian camping



Concerns About Canoe Tripping

The following are comments which have been taken from the Society of Camp Directors' Questionnaire regarding our thinking on matters of concern on canoe tripping. They are included in this issue as an incentive to thought and discussion as we prepare for another summer of adventure and exploring. Perhaps they would be worthy of consideration in your staff meetings this year.

(cont. on page 2)

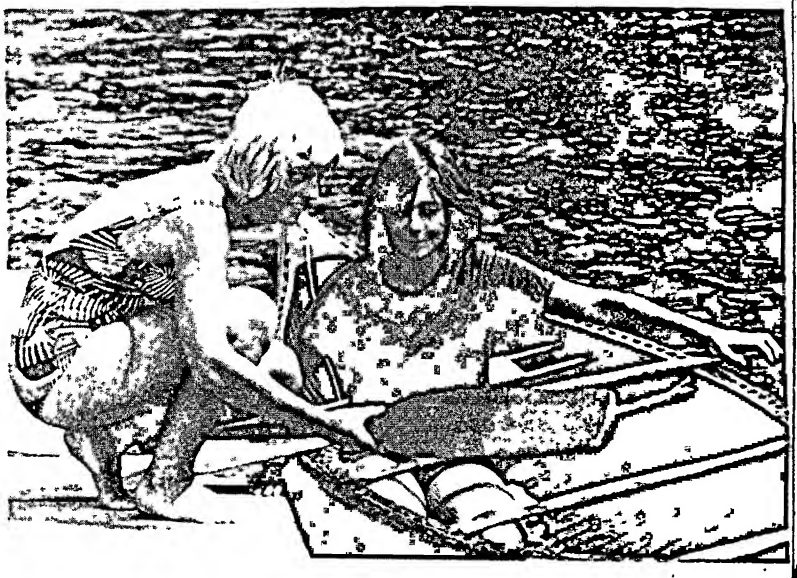
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Concerns About Canoe Tripping

- we need standards, but let's beware of setting standards so rigid or impractical that we cannot function properly.
- nothing can be done when an accident occurs on a safe well-planned trip, but something can and should be done when the accident is clearly the result of criminal negligence.
- canoe tripping is a very positive aspect of many camp programs
- further evaluation might include more on staff requirements and training, also, ideas on risk and its role in canoe tripping.
- most important that good quality equipment be used and kept in good repair
- experience in tripping and knowledge of the area is most important
- let children be children, it's Camp!
- don't worry about setting records
- leave the N.W.T. for the 18 and up year olds
- there is a sad lack of skilled staff in nature/ animal lore and campcraft
- camp activities tend to draw interest away from tripping, especially extended tripping



- tripping is used to reach our goal of providing a Christian experience. Safety is the foremost concern.
- a booklet published by each Provincial Association should publicize existing standards
- existing route guide in Ontario is not accurate or specific enough
- standardization is necessary
- Alberta topography lends itself to a different style of tripping than encountered by some questions.
- prerequisites and guidelines must be established for leaders taking a group tripping
- procedures and route selection must be constantly evaluated
- I like to feel that children have a greater opportunity to reach their potential (through nature) because they learn to know themselves better
- over-publicizing of many waterways lets inexperienced or in adequately prepared people into the wilderness creating high risk situations
- the pioneer ethic is out of date and replaced by the wilderness ethic and minimal impact technique. Don't push the trip.
- facility and resources to train leaders should become more readily available
- proliferation and dependence upon qualification - the majority of which assess skill but not either experience of leadership or judgement.
- statistically has the incidence of accidents increased given the vast increase in members?

- leaders should be confident and well trained
- constant evaluation of tripping program should be maintained
- thorough safety precautions to be practiced at all times
- constant route evaluation for suitability, skill and worth
- thorough pre-trip planning is essential
- standard tests are important for Senior Staff to know limits
- standard tests are important for trip staff to handle emergencies
- standard tests are important for campers to be aware that leaders are capable
- all trip staff must be prepared for risk education or risk evaluation
- trips must be limited in time and frequency to make each one a special occasion.
- tripping allows children a chance to "shine" who ordinarily would not in camp living.
- "In our province, canoe tripping is carried on by too many inexperience or unqualified leaders."
- canoe clinics are not taken advantage of
- preparation needed re: canoe flotation
  rescue from water
  spare clothing
- let's not regulate it so much that it becomes impossible
- safety is most important
- leader's age and common sense are very important
- dangers of standardizing tripping methods/certification
  a) who sets criteria
  b) dogmatism in tripping
  c) bureaucratization and government regulation
  d) inappropriateness of tests to area/culture
- beyond the primary goal of getting to a less well travelled or crowded region, many organized groups from camps have not given much thought to their trips or to the area to which they are being sent.
- lenient tripping requirements of C.R.C.A. canoeing standrds, e.g. too few days, not enough miles



- the key attribute of any trip leader must be good judgement. This cannot be taught, but comes with experience.
- it is important to be safe and skilled in many areas.
- safety is an attitude on the trail, leadership to make critical decisions in a trail situation.
- education is definitely needed, an acceptable recognized set of guidelines is also needed so that all our programs will continue to seek to improve themselves.

(cont on page 4)

Concerns About Canoe Tripping

(cont. from page 3)

- C.C.A., etc., must not feel accountable for the whole canoe tripping phenomenon!
- I would like to have more challenging trips - not distance - but things to do. I think too many trips go from A to B without any further goals.
- much of the time on our canoe trips is spent developing our own campers into leaders.
- John Keats said it quite well. "Nothing ever became real till it is experienced..." ... the hiring of competent tripping staff is of paramount importance to the well-being of every camper. Trip leaders, once they sever their group from the relative safety of base camp, have their responsibilities and concerns multiplied tenfold.
- camps don't often communicate their expertise well to the public
- I sincerely feel that many camps in our area abuse campsites, the garbage left is terrible....the axe should be illegal
- it should be stressed in every camp that trips should be courteous when contacting cottages, stores etc. Pick up times which extend for hours should be avoided.
- all of the old standards seemed to zero in on most camps - now it seems to be the emphasis is on the few wilderness camps which I question as proper areas for kids to be without excellent training

The above were responses taken from the Society of Camp Directors Tripping Questionnaire; Q. #139:

"Do you have any thoughts or concerns on the matter of canoe tripping in camps?"

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The COUNSELLOR'S Page

-characteristics of a good counsellor



PATIENCE: This is one of the most important qualities to develop as a counsellor. Younger campers often require more patience than the older ones. They will imitate your behavior and will have an easier time camping with themselves if you can be "cool" and calm when a problem develops.

FAIRNESS: Showing favoritism toward one of more campers is often difficult to avoid. Doing so is one of the best ways to lose their respect. Challenge those you favor - be sure you are including all of your campers in your plans and in your attention.

SELF-CONTROL: If the campers see you are trying to control your frustrations or your impatience with a camper who is deliberately provoking you, then you are setting an example which they may learn from. They will respect you more for trying to understand and help them.

RELIABILITY: Your campers need to be able to count on you for....

- a predictable reaction to their behavior
- knowing where you are in case they need you
- being sure in their own minds that you will be able to resolve any difficulties in which you may find yourselves.
- dealing with each of them as important individuals.

IMAGINATION: Campers love counsellors who give imaginative leadership. Be prepared for.... rainy days - initiating a stimulating conversation at the table - having a story to tell at bed-time which will cause them to look forward to even this sometimes dull part of the day.

HONESTY: This is another "most desirable" characteristic. Kids "sense" whether you are being honest with them - they do this better than most adults. If they take you into their confidence alone or collectively be sure you do not break it or you could very well break all the belief they have in you. They want to know when they are doing well - and when they are doing poorly; tell them gently but honestly.

IDEALISTIC: Their potential should be your limit. Set high standards from the first day - it is easy to "let up" but very difficult to effectively "crack down". Let them know what you expect then have them reach for that goal. Be careful that your standards for their behavior is no lower than your own.

ENTHUSIASM: Certainly one of the most challenging characteristics of a counsellor yet one of the most essential. If you are not keen how can you expect your campers to be so?. Even though you are "feeling so far down that you have to reach up to touch bottom" - don't let the kids know. They are at Camp for fun - don't let the fact that your may be a bit spoiled by a bad day effect theirs.

Executive Director

The Campers are coming, Hurrah! Hurrah!

Marjorie Booth

As we approach Pre-camp and the arrival of our campers, the activity level is really high for you all. Remember to take time every day for yourself. Your role as Camp Director and Senior Staff members will be more rewarding than it is "draining".

For all Camp Directors and Leaders, I want to share these thoughts!

BLESSED IS THE LEADER

BLESSED is the leader who has not sought the high places, but who has been drafted into service because of his ability and willingness to serve.

BLESSED is the leader who knows where he is going, why he is going and how to get there.

BLESSED is the leader who knows no discouragement, who presents no alibi.

BLESSED is the leader who knows how to lead without being dictatorial; true leaders are humble.

BLESSED is the leader who seeks for the best for those he serves.

BLESSED is the leader who leads for the good of the most concerned, and not for the personal gratification of his own ideas.

BLESSED is the leader who develops leaders while leading.

BLESSED is the leader who marches with the group, interprets correctly the signs on the pathway that leades to success.

BLESSED is the leader who has his head in the clouds but his feet on the ground.

BLESSED is the leader who considers leadership an opportunity for service.

Author Unknown

Have a good summer!

Position Wanted

SERVICE AGENCY DIRECTOR/CAMP DIRECTOR

People oriented/strong administrative background in residence/camp operation. Knowledge of maintenance/housekeeping standards - successful counsellor. Public speaking/fund-raising skills. The above applicant is available now. Interested parties please write to: Box 404, C.C.A. 1806 Avenue Rd., Toronto, Ont. M5M 3Z1

EMERGENCY PROCEDURES

The following Emergency Procedures were distributed by the Ontario Camping Association to all their member camps. They are reprinted here in the hopes that they may be of help to others who may wish to formulate similar recommendations.

RECOMMENDED ACTIONS TO BE TAKEN BY A CAMP DIRECTOR IN THE EVENT OF SERIOUS ACCIDENT OR DEATH ON THE CAMP PROPERTY

1. Determine exact nature of emergency
2. Ascertain correct emergency care is in process. If death has occurred, cover body and keep others away from the scene.
3. Begin to log each action; both the time and procedure, including all phone calls, etc.
4. Summon appropriate auxiliary services. In order to get help, the following must be given:
   A. Nature of emergency - drowning, fire, lost person, etc.
   B. Name(s) and brief description(s) if a single or small number of persons involved.
   C. Assistance required - police, resuscitator, fire fighting equipment, etc.
5. Call your legal counsel if appropriate.
6. Call police, if appropriate. In the case of death, police MUST be called.
7. Inform staff of essential facts and advise them how to deal with auxiliary services, campers, etc.
8. Inform campers of essential facts.
9. Ensure full cooperation being given auxiliary services
10. Inform parent(s) or person(s) named on camper application to be advised in event of an emergency.
11. Initiate preparation of written statements from appropriate people involved. These will probably include:
    A. Conditions as they existed prior to the accident. This would include environmental conditions - weather, numbers of natural objects, number of people in area, etc. Take photos if at all possible.
    B. Statements of persons on duty at the time of the incident. Each person prepares their own written comment.
    C. A description of the incident written by those closely involved.
12. Seek advise from a lawyer with respect to the content and wisdom of circulating:
    A. a letter to parents or guardians of staff and campers,
    B. a press release.
13. Only the Camp Director or his designate speaks to the press.
14. Telephone O.C.A. President to give verbal notification within 24 hours. Keep in mind that O.C.A. people may provide valuable moral as well as material support in such cases.
15. The Camp Director should commence a full evaluation of all incidents. The following may be of help in completing this process.

REVIEW AND RECORD

(cont. on page 8)

EMERGENCY PROCEDURES

(cont. from page 7)

REVIEW AND RECORD

A. How staff and campers had been made aware of the hazard (if any) that resulted in the accident.
B. What safety devices were provided with respect to the hazard? When and by whom had these devices last been checked?
C. What were the camp's emergency procedures for such a situation? (Camp's MUST be reviewed and understood by all staff.) What was the date of the last drill or review of such procedures?
D. What specific instructions were given to staff when these emergency procedures were reviewed?
E. What are the certification requirements of staff? Is training and competency to perform and issue in this situation?
F. What rescue procedures were employed and how effective were these procedures? Were vital signs monitored from the instant of discovering an injured victim?
G. What was the time span between the incident and the time help/treatment commenced?
H. Who administered the treatment?
I. Were the proper authorities advised? Was auxiliary service available within the time claimed?
J. What arrangements were made for the welfare of others in the group?
K. Compare written statements. Any inconsistencies? Any common problems or weaknesses identified?
L. How could the incident have been avoided?
M. What effect has the incident had on staff, campers, director, parents, local authorities, etc.?
N. What has been learned from the experience by each of: campers, parents, staff, director, auxiliary services, etc.?

RECOMMENDED PROCEDURES TO BE DEVELOPED BY EACH CAMP RE: EXCURSIONS OFF THE CAMP PROPERTY

On any excursion off the camp property, staff must be prepared to deal with emergencies, such as; drowning, injury, loss of life, lost camper or staff member, etc. The following steps may serve as guidelines from which each Camp Director can prepare procedures suitable for the staff of his camp.

1. The person in charge of the trip should initiate all first aid treatment required. Delegate those items best done by other people.
2. Instruct the second staff person or an alternate to:
   i) Communicate the problem via the fastest method to the Camp Director.
   ii) Instruct that person sending the message to remain at the phone, radio or what ever.
   iii) That person should log the time of the call and the information relayed: who, when, where, what happened, what is being done.
   iv) Continue to log in and out calls.
3. Having secured the victim:
   i) Make sure others on the trip are secure and reassured.
   ii) Log (written) the time and details of the accident including the extent of the injuries and all treatments/procedures given.

4. Determine the next action:

   i) The Camp Director will advise re: method of extraction, etc.
   ii) The senior person on the trip must be prepared to recommend concerning the remainder of the trip, that is, to be continued, aborted, altered, etc.
   iii) If a major injury or accident has occurred and you have a camera; photgraph all relevent details - location, extent of injuries, damaged equipement, etc.

5. The Camp Director or designate will be responsible for:

   i) notifying next of kin
   ii) talking to authorities
   iii) notifying legal counsel, insurers, etc.
   iv) talking to the media - all staff and campers are advised to make NO statements, comments or opinions on their own.

6. Continue to log (written) all details. Make no comments to outsiders as these may well be misinterpreted.

7. The Camp stands behind its staff members and expects each member to perform to the best of his/her capabilities and training.

****

The following procedures have been adopted as policy of the O.C.A. effective February, 1980

PROCEDURE TO BE FOLLOWED BY A MEMBER CAMP IN THE EVENT OF A SERIOUS ACCIDENT OR DEATH

1. The Camp Director (or designate) must telephone the O.C.A. President (if not available, then any other Executive Member) within 24 hours to report the facts with respect to accident or death.

2. The O.C.A. President must advise each member of the Executive by telephone, of the event(s) reported. If appropriate, the O.C.A. President may call a meeting of the Executive.

3. No statements are to be made by any member of the Executive or Board on behalf of the Association unless approval for same has been given by the Executive.

4. The member camp concerned must submit a report in writing to the O.C.A. office within 20 days of the incident. At a minimum, this report must include:

   the name(s) Of the person(s) injured or deceased; the date, the time and location of the accident. A copy of the letter sent to parents of campers on such occasions would normally suffice.

5. The Executive will meet at the call of the President following receipt of the report required in No. 4.

   a) The need and/or desirability of calling experts for information. This might be arranged in advance by the President.

(cont. on page 12)

National Camp Executives Group

IT'S NEW!

As the plane lifted off from Toronto International Airport in the wee hours of the morning of Wednesday, March 19, 1980, I felt some trepidation about what the next few hours would hold.

"Will they accept us? What will they be like?"

I thought back to that historic, first meeting of the C.C.A. National Agency Group which met for the first time in the Board Room of the National Council of Y.M.C.A.'s on February 7, 1979, to explore the pssiblities of helping each other in areas of mutual concern.

Late in the evening, as I again lifted off from the tangled spider-web of "Kennedy", I realized my fears had been groundless. Our friends in the United States, were, as always, most hospitable and gracious and welcomed me with open arms.

A link has been made now, for the first time, between the parallel National Agency Groups in the United States and Canada. The groups have come together and have opened up a channel of communications between the leaders of hundreds of thousands of campers across the land.

The opportunities for sharing are immense (even in the first few hours of my meeting there were many technical accomplishments). For instance, each of these twenty of so great organizations have their own lists or bibliographies of books and resources that they either publish themselves or have found out about from other sources, ... and this is only the tip of the iceberg!

Another highlight was the initiation of an exciting discussion concerning the possiblities of Canadian Agencies hosting world-wide International Kindred Group Meetings just prior to or following the 1983 International Congress in Toronto.

All this good news is extremely inspiring, but the main purpose of this article is to issue a WARNING! Although channels of communication have been opened, it does not follow that they will be fully used. At the end of this article is a list of the Chirmen of groups with whom we now have official liaison. This is a wonderful opportunity for all of us to increase both our own and our organization's effectiveness in providing a good camping experience for children ... a mission to which we are all committed. I invite you to use it and the exciting movement will then just be the "naissance " of great things to come.

NATIONAL CAMP EXECUTIVES GROUP

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Larry Bagnell, Chairman of the C.C.A. Liaison with National Agencies Committee attended the meeting in New York and made this report.

Divorce

Its problems follow the child to camp

by Ruth Wortman

How many children from separated families are enrolled in camp? Probably it is more this year than last—and will be more next year than this one. Everyone is functioning on the "American Scene—70s Style," and the growing divorce rate is a fact of contemporary life. Nothing and no one exists in a vacuum, not individuals, not groups, not institutions. Everyone is in it together, interacting and interdependent. So those individuals in organized camping would be wise to explore this phenomenon of increasing divorce and try to identify and meet the new challenges it is creating.

With this in mind, the Association of Independent Camps (formerly Association of Private Camps) arranged a special seminar as part of its program at the Fallsview Conference held March 3 to 5, 1978 on the topic of "Campers whose parents have separated—implications for the child, the parents, the counselors, the director." This article presents the discussion findings to a wide audience of camping professionals.

The overall conference program was chaired by Ernst Bulova of Buck's Rock Creative Work Camp. Participating with the writer on the panel on separation and divorce were Louise Albin, an educational therapist and owner-director of Camps Kenwood-Kenmont, and Jerome Turner, an attorney and owner-director of Camp Ranger.

The major themes discussed were the implications of separation for the child with an emphasis on awareness of special needs and feelings and the manifestations in the camp situation; that is legal implications for the director and further implications for the director relating to parents and staff.

The focus of Mrs. Albin's presentation was the dynamics of separation for the child. Utilizing the case study method, she emphasized that each child copes differently, and there must be varied approaches to help each child deal with parental separation. In addition, there are diverse dynamics operating in each family. All families handle problems in a unique fashion. Some are open—willing to talk honestly, and willing and able to discuss what is happening. This preferred approach helps the child to accept the situation, to internalize it, to deal with it better. Other families are more secretive, and the children tend to react to the situation in this manner. Another possible factor present in some families is the use of the children as pawns.

Despite the enormous range of difference, a pattern of universals usually operative can be identified:

- Children really want their parents back together again. This may (or may not) be accompanied with denial that things were pretty bad.
- Children feel their entire world is falling apart. Adjustments must be made to the breakup, and frequently to a new home, a new school, and new friends as well.
- Children are struggling with many types of guilt. They might blame themselves and feel responsible for the divorce. They might blame one or the other of the parents, and then feel guilty about the accusation.
- Children have severe and crippling loyalty conflicts.
- Children are trying to cope with fears of abandonment.
- Children feel rejection.
- Children worry how they can tell their friends. They may not want their friends to know.
- Children have some awareness that the parent with custody is in a difficult position—financially, emotionally, physically. They may worry about losing that parent.
- Children are looking for attention and male or female role models for the missing parent.
- Children must learn to deal with new feelings of unhappiness, loneliness, anger, and resentment.
- Children may suffer a loss of self-confidence.

An important factor not to overlook is the recency of the trauma and its proximity to the camp season. If the separation occurred just prior to camp time, the child may feel anxious and worried that the parent is in jeopardy. He or she may feel a need to go home. However, another child may feel relief to be away from the troubled situation.

As Mrs. Albin developed her presentation, there was growing awareness by the camp directors of the need to understand the dynamics involved. This understanding should enable camp directors to better relate to the trauma affecting an increasing number of campers and camp families. And in addition, it would facilitate approaches for staff training in this sensitive area.

Jerome Turner devoted his attention and expertise to any possible legal considerations in the enrollment of children from separated families. He identified two major areas for further clarification, the collection of fees and visitation.

Ruth Wortman, with her husband, is owner-director of Camp Baco in Minerva, NY. She was a guidance counselor in New York City elementary schools.

Collection of fees. Problems could and do arise regarding responsibility for payment of fees. When during the interview, the director is made aware that the camper's parents are separated or divorced, he should clarify who will pay for the camp fee. If the mother indicates she will, accept it and obtain her signature on the enrollment blank. If the mother and her new husband indicate they will, accept it and obtain both their signatures. If the mother indicates she and her ex-husband will, or only her ex-husband will, obtain both signatures as well as her ex-husband's home and business address and phone. To avoid possible collection complications, it is advisable to obtain signatures of both natural parents. In the event this is not possible, the camp does have a cause of action against the father who did not sign the application and refuses to pay. The father is responsible for his child's necessities such as food and shelter. The camp is not bound by the parent's own agreement (such as the father's statement, "My wife signed and therefore agreed to pay for the summer").

Camp visitation. Camp visitation is another possible area of difficulty. Again, the director should be made aware of the separation or divorce during the interview. (An inquiry regarding "more than one visiting day" is often a clue to separation of parents.) Turner strongly suggested confronting the topic of visitation and asking, for example, "Will the father be coming up?" If the director is told the other parent cannot see the child, further inquiry must be made.

In the event the response refers to a court order or some other agreement relating to custody and visitation rights, request a copy of the court order document. Otherwise, it is very difficult to insist that a parent leave the campus. If there is no court order, the camp cannot stop a parent from seeing a child.

In the discussion that followed, another camp director shared one approach he found helpful when dealing with the hostility of parents in this situation. He suggested pointing out to parents the implications of their actions by a statement such as, "Look what you are doing to your child . . . Look what you are doing to me."

The writer's contribution to the panel emphasized further implications for the camp director relating to parents and to staff. The main thrust of the presentation was aimed at "Consciousness-raising—Making the staff aware of the special considerations regarding children from separated or divorced homes." Hopefully, this would enable counselors to cope more effectively with problems that might arise.

It would be advisable to make the staff as a whole aware of the presence of children from separated homes. Specific situations would be discussed separately at individual camper briefings. However, reference should be made during orientation to increasing divorce as a known statistic nationwide. Two cautions should be noted. The individual counselor's own frame of reference must be taken into account. For example, staff members from certain backgrounds might tend to pass moral judgments on divorce. In addition, some counselors may have experienced divorce in their own lives and may find it difficult to be objective.

It would be important to include a review of the dynamics affecting children caught up in the trauma of separation. It is wise to point out the "recency of separation" factor, and to caution about the wide range of individual differences.

Another area worthy of examination would be the special needs and dynamics of parents in this situation and the possible effects on the child.

As with the child, a wide range of differences is present in parental reactions. Nevertheless, a certain pattern could be identified, which might or might not be operative. Parents might feel anxiety about facing the unfamiliar and unknown. They might experience feelings of guilt (especially the newly divorced). "Do the children feel they are being shunted off?" "Am I thinking of myself first?" They might feel relief over the termination of endless fighting. Parents might resort to overindulgence, using the child for their own needs. They might pressure the child to take sides, playing one parent against the other. Parents might have unrealistic expectations for the camp director and counselors to provide the role model for the missing parent. They might turn to the camp director for advice which he or she may not be qualified to give.

Two myths deserve consideration at this time. One is that a single-parent home is automatically a harmful environment. This, of course, is not so. The other is that the needs of the mother are paramount because she usually has custody of the children. The needs of both parents must be taken into account. The disruption of family life causes sadness all around. "Fathers miss their kids like mad," said one parent interviewed.

The staff should be alerted to the possible difficulties of visiting day and writing home. As stated earlier, the director should confront the problem of visiting at the time of interview. The provision of alternative visiting days makes it possible for the estranged parents to visit separately. The counselor should be briefed and should know in advance which parent to expect.

The problem of writing home to two addresses should also be explored. A workable compromise approach might be to write the mother on one writing day and the father the next, rather than requiring two letters each time.

The presentation of some practical guidelines for counselors concluded the panel on separation and divorce. When appropriate, the following approaches might prove helpful:

Reassurance. "Your father and mother love you very much." "You will always be their child." "You are not alone." "Others have felt this way." "You are not to blame." "Your troubles are not your fault."

Acceptance. "You are unhappy." "Things can hurt." "I know." "I understand." (perhaps accompanied by a friendly smile, an arm around the shoulders)

Encouragement of an expression of feelings, and (especially for the older child) taking the energy, moving forward, and concentrating on developing one's own self.

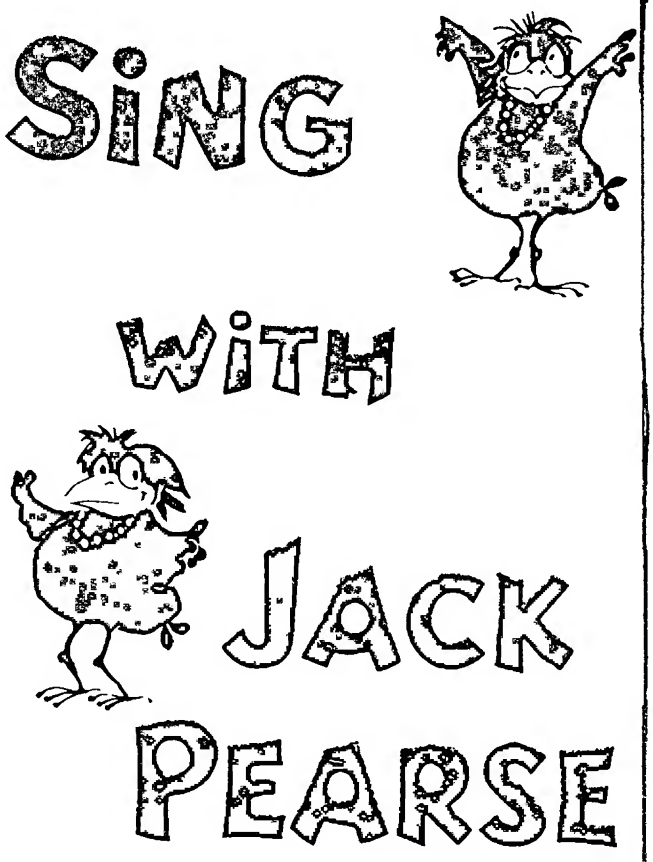
Some precautions should be noted. There is always the danger of oversimplification. Every problem confronted by a child from a separated household is not necessarily related to that separation. The trauma could be used as an easy explanation and thereby prevent intelligent understanding of other possible causes.

In addition, the above guidelines may not always be appropriate. In some situations, the best contribution the camp could make would be simply to give the child some experiences of stability in a period of personal turmoil.

The findings of this seminar and the thrust of this article concur that there is no one answer—there is no right or wrong. In no way is it suggested that camp directors and staff members play the role of analyst or therapist. But it is strongly emphasized that many benefits can be gained from increased awareness of and sensitivity to the dynamics of separation and divorce. Hopefully, directors and their staffs could be helped in their efforts to meet the needs of young people and their families today. And that, after all, is a major objective of camps and the camping professional. □

Reprinted from the June, 1979 issue of "Camping",
the official publication of the American Camping Association

PUBLICATIONS



The long awaited "Sing with Jack" book is hot off the press and the C.C.A. Publications Service is happy to announce that we will start selling them immediately. This song book, the first "Camp Tawingo Publication" contains the words and music to 37 favorite camp songs, plus notes for "actions" by the leader.

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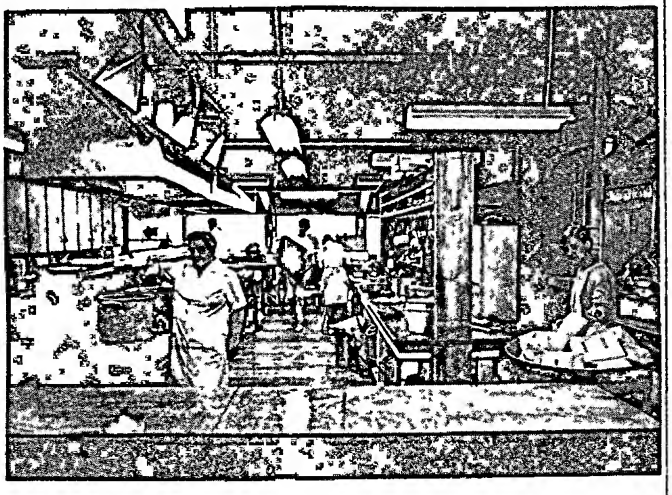
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"Sing with Jack" will be followed by "Campfire Programs with Jack Pearse" and "Sing (One More Time) with Jack Pearse".

FOODSAVERS

POPCORN: Most kids love it. Try serving it instead of bread at lunch or supper. It's less expensive than bread and also good for them. Popcorn is easy to make - easy to store and may be kept in reserve in sealed plastic bags for long periods of time.

ICE WATER: If your campers are drinking very large quantities of milk or other prepared beverages try serving ice water (with the ice cubes in it) along with your usual beverages. This solves the thirst quenching urge - the really cold drink urge and cuts down on your cost of more expensive drinks



DO YOU REALIZE? Every time you serve Pancakes or French Toast you save your kitchen staff time? They don't have to make toast and something else. You have fewer items to handle and both of these breakfasts are very filling. For a change use a package of frozen or some fresh blueberries in the pancakes. It turns an otherwise ordinary breakfast into something special.

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EMERGENCY PROCEDURES

(cont. from page 9)

b) The position to be taken by the O.C.A. at the inquest if one is scheduled.
c) The person who is to appear as a witness on behalf of O.C.A. at the inquest.
d) Agreement on a press release to be issued on behalf of O.C.A.
e) Content of letter, if any, to be sent to the Director of the Camp involved.

6. Should a Coroner's Inquest and/or legal suit be held following the incident, the O.C.A. Executive will again be convened at a special meeting called by the President. This meeting will be held following the inquest or legal proceedings. At this meeting the Executive will formulate recommendations to be made to the Board for discussion and vote. The Executive will in these recommendations consider:

a) Any action to be taken by the O.C.A. with respect to the status of the Member Camp.
b) Proposals for changes in the Code of Ethics, Standards, and/or policies of the O.C.A.
c) Stance to be taken by O.C.A. on each of the recommendations of a Coroner's Jury.
d) Methods by which the learning gained as a result of the incident might be usefully shared with the membership of O.C.A.
e) Content of a press release to be circulated to the media in Ontario.

Attention: K. Johnson
Trent University
Archives Dept
Peterborough, Ont.

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